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OFFICE OF  
INDIAN AFFAIRS,  
Rec'd AUG 10 1892

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Ind. Indl. School. Carlisle, Pa.

Capt. R. H. Pratt, 10<sup>th</sup> Cav., Supt.

Aug 8/92

Answering Comdr's letter  
of June 20<sup>th</sup> '92 in reference  
to course of study, R.

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This letter came in my absence, and was unfortunately

Very respectfully,

*R. H. Pratt*  
Capt. & Supt.

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*Indian Industrial School,  
Carlisle, Pa*

August 8th, 1892.

To the Honorable,  
The Commr. of Indian Affairs,  
Washington, D. C.

Sir:--

Referring to your letter of June 24th, marked Education, in reference to a revision of the course of study for Indian schools, I have respectfully to advise you that our experience here is that the present course of study, if followed as proscribed through the four (4) years of primary grade and the 1st and 2nd years of the advanced grade, will be all that can be done under our system of half-day school and half-day work, and that in order to accomplish the objects mentioned in Paragraph #5 of your letter, it will be necessary to add two (2) years to the present limit, and during the last year of this time, pupils should be in school all day. The studies designated would require a two (2) years' course in an English-speaking school of all-day sessions. The average white pupil will reach the line of study mentioned at about 15 years of age, having been an all-day pupil for about nine (9) years. The Indian, under the limitations of language and cumbered with his previous environment, is expected to accomplish the same course in the same number of years, and pursue some

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handicraft as well. This is a mistake.

A plan to have a carefully arranged schedule of the work to be done through a ten (10) weeks' term would work well.

We are continually hampered in our efforts at systematic drill in Arithmætic and Geography, of the students from other schools, by lacks in these branches and excess in Reading, and are often obliged to place these pupils two (2) grades lower than they should be for this reason. This difficulty applies most largely to those who have been under Catholic training. Their schools generally give much greater attention to Reading than they do to Geography, Arithmetic, &c.

In regard to the course in industrial training, there are many difficulties in the way of regular, systematic, theoretical instruction. It has been my object always, to make the mechanical instruction as practical as possible. In order to accomplish this, as far as possible, I have required that the shops meet all the demands for repairs and labor in their several lines required by the school, and frequently our apprentice force, particularly the carpenters, blacksmiths, and painters, are required to be absent from their shops for extended periods. Our country outings also break in seriously on consecutive periods of instruction, but I believe that we get more real ability, because of the practical character and diversity of this system. Actual production has been our motto, and I should deplore a system that would bring us to the

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conditions of some of the mechanical schools that I have visited. Some institutions, notably Girard College, that started out on the theoretical line, are trending our way, and I believe the fullest success is to be reached along this line. Any system that requires in the instructor not only the skill to execute, but to teach technical branches to a class, will call for a more expensive grade of mechanics than we have at present in the service, and add materially to the expense of our industrial system.

This letter came in my absence, and was unfortunately misplaced. Hence, the delay.

Very respectfully,

*R.H. Pratt*  
Capt. & Supt.